

Chavis Elementary

2811 S. State Hwy 41-51

Hemingway, SC 29554

Grades K-6 Elementary School

Enrollment 593 Students

Principal Ms. Betty S. Pinckney 843-558-5605

Superintendent Kenneth Gardner, Ed.D. 843-355-5571

Board Chair Mrs. Barbara McKenzie 843-382-3980

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	49	77	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	Average	Unsatisfactory	No
2004	Good	Good	Yes
2005	Average	Below Average	No

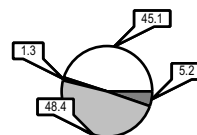
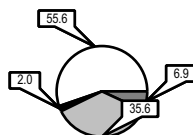
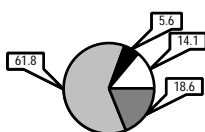
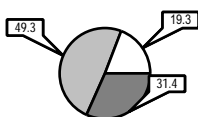
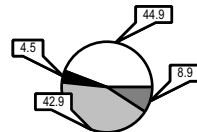
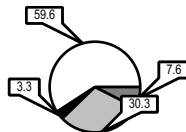
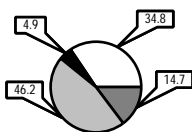
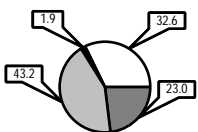
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

89.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	317	99.7	19.0	49.5	31.5	0.0	29.8	Yes	Yes
Gender									
Male	156	100.0	20.0	50.0	30.0	0.0	30.0		
Female	161	99.4	18.1	49.0	32.9	0.0	29.7		
Racial/Ethnic Group									
White	58	100.0	17.0	50.9	32.1	0.0	43.4	Yes	Yes
African American	252	99.6	19.1	50.0	30.9	0.0	26.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	231	100.0	24.1	50.4	25.4	0.0	33.9		
Disabled	86	98.8	4.9	46.9	48.1	0.0	18.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	317	99.7	19.0	49.5	31.5	0.0	29.8		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	315	99.7	18.5	49.8	31.7	0.0	30.0		
Socio-Economic Status									
Subsidized meals	293	99.7	19.5	49.3	31.2	0.0	28.7	Yes	Yes
Full-pay meals	24	100.0	13.0	52.2	34.8	0.0	43.5		

Mathematics – State Performance Objective = 36.7%									
All Students	317	99.7	13.8	62.0	18.7	5.6	42.3	Yes	Yes
Gender									
Male	156	100.0	14.0	60.7	19.3	6.0	42.7		
Female	161	99.4	13.5	63.2	18.1	5.2	41.9		
Racial/Ethnic Group									
White	58	100.0	5.7	52.8	32.1	9.4	58.5	Yes	Yes
African American	252	99.6	15.4	64.2	15.9	4.5	38.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	231	100.0	11.2	61.6	19.6	7.6	51.8		
Disabled	86	98.8	21.0	63.0	16.0	0.0	16.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	317	99.7	13.8	62.0	18.7	5.6	42.3		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	315	99.7	13.5	62.4	18.5	5.6	42.2		
Socio-Economic Status									
Subsidized meals	293	99.7	14.9	62.8	17.4	5.0	40.1	Yes	Yes
Full-pay meals	24	100.0	0.0	52.2	34.8	13.0	69.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	317	99.7	55.4	35.7	6.9	2.0	8.9
Gender							
Male	156	100.0	58.7	33.3	6.7	1.3	8.0
Female	161	99.4	52.3	38.1	7.1	2.6	9.7
Racial/Ethnic Group							
White	58	100.0	30.2	45.3	15.1	9.4	24.5
African American	252	99.6	61.4	33.3	4.9	0.4	5.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	231	100.0	45.1	43.3	8.9	2.7	11.6
Disabled	86	98.8	84.0	14.8	1.2	0.0	1.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	317	99.7	55.4	35.7	6.9	2.0	8.9
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	315	99.7	55.1	36.0	6.9	2.0	8.9
Socio-Economic Status							
Subsidized meals	293	99.7	58.5	34.4	6.0	1.1	7.1
Full-pay meals	24	100.0	17.4	52.2	17.4	13.0	30.4

Social Studies							
All Students	317	99.4	44.7	48.7	5.3	1.3	6.6
Gender							
Male	156	100.0	46.7	47.3	4.0	2.0	6.0
Female	161	98.8	42.9	50.0	6.5	0.6	7.1
Racial/Ethnic Group							
White	58	100.0	28.3	50.9	17.0	3.8	20.8
African American	252	99.2	49.0	47.3	2.9	0.8	3.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	231	100.0	35.3	56.7	6.7	1.3	8.0
Disabled	86	97.7	71.3	26.3	1.3	1.3	2.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	317	99.4	44.7	48.7	5.3	1.3	6.6
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	315	99.4	44.7	48.7	5.3	1.3	6.6
Socio-Economic Status							
Subsidized meals	293	99.3	47.3	48.0	3.9	0.7	4.6
Full-pay meals	24	100.0	13.0	56.5	21.7	8.7	30.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	76	100.0	3.9	57.9	36.8	1.3	38.2
	4	92	100.0	10.9	72.8	15.2	1.1	16.3
	5	68	100.0	19.4	74.6	6.0	N/A	6.0
	6	75	100.0	26.7	61.3	12.0	N/A	12.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	65	100.0	6.6	39.3	54.1	0.0	54.1
	4	81	100.0	16.9	49.3	33.8	0.0	33.8
	5	95	100.0	27.7	50.6	21.7	0.0	21.7
	6	76	98.7	27.3	59.1	13.6	0.0	13.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	76	100.0	5.3	64.5	28.9	1.3	30.3
	4	92	100.0	13.0	66.3	15.2	5.4	20.7
	5	68	100.0	13.4	68.7	16.4	1.5	17.9
	6	75	100.0	8.0	64.0	21.3	6.7	28.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	65	100.0	13.1	62.3	13.1	11.5	24.6
	4	81	100.0	11.3	60.6	23.9	4.2	28.2
	5	95	100.0	8.4	66.3	16.9	8.4	25.3
	6	76	98.7	19.7	56.1	24.2	0.0	24.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	65	100.0	42.6	50.8	4.9	1.6	6.6
	4	81	100.0	53.5	33.8	11.3	1.4	12.7
	5	95	100.0	51.8	38.6	6.0	3.6	9.6
	6	76	98.7	66.7	25.8	6.1	1.5	7.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	65	100.0	34.4	60.7	4.9	0.0	4.9
	4	81	100.0	26.8	62.0	9.9	1.4	11.3
	5	95	100.0	55.4	39.8	4.8	0.0	4.8
	6	76	97.4	55.4	36.9	3.1	4.6	7.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 593)				
First graders who attended full-day kindergarten	100.0%	Up from 96.1%	100.0%	100.0%
Retention rate	6.7%	Up from 5.4%	3.9%	3.0%
Attendance rate	96.2%	Down from 99.4%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	23.4%	Up from 22.5%	5.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	20.6%	Down from 20.9%	5.0%	3.2%
Eligible for gifted and talented	6.4%	Down from 7.4%	5.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.2%	Up from 14.9%	7.7%	8.2%
Older than usual for grade	1.2%	Down from 1.5%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	44.1%	Up from 42.9%	50.0%	52.6%
Continuing contract teachers	97.1%	Up from 91.4%	77.3%	83.3%
Highly qualified teachers	100.0%	No change	92.3%	93.5%
Teachers with emergency or provisional certificates	12.1%	Up from 10.0%	2.4%	0.0%
Teachers returning from previous year	75.3%	Up from 71.2%	83.5%	87.0%
Teacher attendance rate	92.8%	Up from 90.4%	94.9%	95.0%
Average teacher salary	\$38,929	Up 4.1%	\$40,404	\$41,703
Prof. development days/teacher	16.2 days	Up from 11.2 days	13.0 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Down from 22.2 to 1	16.7 to 1	18.8 to 1
Prime instructional time	88.2%	Down from 89.1%	89.0%	89.8%
Dollars spent per pupil*	\$4,732	Down 3.5%	\$7,224	\$6,242
Percent of expenditures for teacher salaries*	68.0%	Up from 66.5%	63.2%	65.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	89.4%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	93.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Located in eastern Williamsburg County, Chavis Elementary School educates approximately 600 students in grades 4K through 6. At the end of the third year of operation, Chavis Elementary School is "One School With One Mission" as we successfully educate our children.

The mission of Chavis Elementary School is to prepare students for the responsibilities of good citizenship and lifelong learning while striving for academic excellence. We are accomplishing this by providing an innovative curriculum, relevant resources, and a highly qualified staff. The expectation at Chavis Elementary School is that every child will attain his/her maximum potential. All students will be provided a safe and nurturing environment that promotes respect for self and others and enhances self-esteem, worth, dignity, and self-discipline.

Students, parents, teachers, and community members will be actively involved in the learning process, with technology as an integral part of the academic experience.

Betty S. Pinckney
Principal

Rebecca McLean
School Improvement Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	66	41
Percent satisfied with learning environment	94.1%	92.2%	78.0%
Percent satisfied with social and physical environment	88.2%	85.9%	75.6%
Percent satisfied with school-home relations	52.9%	81.3%	82.9%

*Only students at the highest elementary school grade level at this school and their parents were included.